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ABSTRACT

This document is part of the New Expeditions series, published by the American Association for Community Colleges. It addresses technology, meeting the needs of a diverse student body, and remaining economically viable and locally responsible in a global community. The paper asserts that, as community colleges transform from teaching to learning institutions, they will build on a new definition of community that is not place-centered but learner-centered. Therefore, community can no longer be defined as local. Discussed is how global education will affect the following issues at community and two-year colleges: (1) access and equity; (2) faculty role; (3) finance; (4) governance; (5) leadership development; (6) market forces; (7) student needs; (8) technology; and (9) teaching and learning. The article also explores the expansion from local to global communities, and the resulting change in the community college's civic role. Contained in the appendices are a community colleges and global education executive summary, the New Expeditions survey on global education in community colleges, a list of providers of testimony at the New Expeditions hearing in Washington, DC, a list of participants at the New Expeditions Conference, and the hearing testimony. (EMH)

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NEW EXPEDITIONS
Charting the Second Century of Community Colleges
a W. K. Kellogg Foundation Initiative

Issues Paper No. 12

Charting the Future of Global Education in Community Colleges

ACIIE, CCID, and the Stanley Foundation

ABSTRACT

The challenges and problems faced by community colleges now and as we move into the next century are, at their core, *global* challenges and problems. This report responds directly to the critical questions posed by New Expeditions in the areas of keeping pace with technology, meeting the needs of a diverse student body, and remaining economically viable and locally responsive in a community that has become global. Indeed, all of the issues being explored by the New Expeditions project are global issues. We, therefore, urge that *global* be acknowledged and emphasized throughout the New Expeditions report.

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INTRODUCTION

The American Association of Community Colleges (AACC) and Association of Community College Trustees (ACCT) *New Expeditions* initiative builds on the work done more than a decade ago by the Commission on the Future of Community Colleges, chaired by Dr. Ernest Boyer, which resulted in the report, *Building Communities.* Since *Building Communities* focused limited attention on global education in community colleges, the American Council on International Intercultural Education (ACIIE) and Community Colleges for International Development (CCID), working in partnership with the Stanley Foundation, have undertaken this project to remedy the omission with the following report to the *New Expeditions* Steering Committee.

We applaud the efforts of AACC, ACCT, and the W. K. Kellogg Foundation for posing the critical question, *If you could build a community college for 2010, what would it look like and whom would it serve?* We also applaud their initiative in seeking the input of organizations such as ACIIE and CCID as part of the vital data gathering process.

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The process which led to the development of this report included three phases:

1. The nearly 200 member institutions of ACIIE and CCID were surveyed in fall 1998 to determine their perspectives on the issues, obstacles, and solutions related to globalization efforts in community colleges.
2. A hearing was held in Washington, D.C., on December 4, 1998, to report the results of the survey and to provide a forum for testimony from representative community college presidents, as well as federal agency and NGO personnel in the global arena. Those testifying spoke to the evolution, expanded capabilities, and willingness of community and technical colleges to function as the vanguard for global education into the next century.
3. Following the hearing, 15 community college leaders met at Airlie Center to incorporate the synthesis of survey findings, the testimony presented at the hearing, the discussion which followed the testimony, and their own vision and strategic direction into a draft document, which served as the basis for this report to New Expeditions.

It is undisputed that the 1988 *Building Communities* report has served as a guidebook for community colleges, a catalyst for introspection and self-assessment. Indeed, the report and its co-chair Ernest Boyer went on to assume an instrumental role in the evolution of global education for community colleges. In 1994, ACIIE and the Stanley Foundation convened a group of educators for the first conference at Airlie Center, *Building the Global Community: The Next Step.* Boyer's presence at that event and the insights he shared with participants provided further impetus for the expansion and institutionalization of global education efforts in community colleges across the country and like institutions around the globe. The mission statement adopted at this conference cuts directly to the argument which can no longer be disputed: "To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry."

The second conference at Airlie in 1996, *Educating for the Global Community: A Framework for Community Colleges*, defined the globally competent learner and outlined the steps institutions must take to produce them. In the intervening years, seminars have been held in some 15 states, with 10 more planned for each of the next several years. The seminars are designed to enable thousands of community college presidents, administrators, faculty, and trustees to learn about the possibilities for global education and to develop their own institutional plan of action.

An Executive Summary of the Airlie conference reports may be found in Appendix A. The complete reports are also enclosed.

We wish it were possible to predict the full scope and impact of domestic and international trends, developments, and happenings into the next century. Unfortunately, no one, given the rapidity and scope of change, could anticipate all the changes in the coming decade. However, there are signposts worth reading. Burgeoning technology, communications and business will have a great impact on global education. So, too, will environmental threats, space exploration, population, poverty, finite resources, war, and peace.

Other factors will include politics, the economy, healthcare, and new needs and capabilities of developed and developing nations worldwide. All of these issues will directly affect what and how we teach, when a unit is offered, in what form and medium, where, to whom and how many, and at what cost. Policies and decisions made today by community college leaders are determining the relevance of the community college as it has been conceptualized since its inception at the beginning of the 20th century. To embrace and implement an integral global education program is to ensure the sustainability and vitality of the community and technical college.

Charting the Future of Global Education in Community Colleges

The community college of the 21st century will position itself as a community of learners engaged in their world community, having evolved to that point through a series of intermediate steps.

As community colleges transform from teaching to learning institutions, they will build on a new definition of *community* that

is not place-centered but learner-centered. In addition, *community* can no longer be defined as "local." As we address each of the following topic areas, the lack of precise boundaries from topic to topic further reinforces the interconnectedness and interdependency of peoples and systems, problems and solutions that characterize our global society.

A primary focus at the Airlie gathering was how global education will affect the following issues:

Access and Equity

The topic encompasses issues of access and equity related to enrollment of international students at U.S. community colleges and the provision of international experiences for U.S. community college learners, including students, faculty, and staff.

The first category clearly comprises policies related to immigration and granting of visas, the definitions of district boundaries and the effect on fee structures, federal financial aid regulations, hiring practices to develop a cadre of college employees who reflect the diversity of the student body, and regulatory barriers to exercising one's profession in another country. These policy areas have the potential either to enable or restrict the ability of international students to contribute fully to the richness of community college campus life. Advocacy efforts must target the policymakers who can transform obstacles into opportunities.

With respect to our native learners and employees, it has long been recognized that access to global experiences is limited by inequitable federal funding of such programs for the two-year college sector. Access is also limited because of insufficient language competency among Americans, the inadequacy of options for nontraditional and handicapped students, and limitations on use of federal financial aid, among other factors. All of these increase the gap between those who are likely to acquire global experience and those who, in all probability, will not. A concerted effort has been made in recent years to influence key legislation, such as the recent reauthorization of the Higher Education Act, to redress the inequities experienced by community colleges and their constituencies. The momentum must be maintained and even intensified.

Faculty Role

As the faculty role evolves generally from lecturer to facilitator, the requisites of global education place their stamp on this evolution. Indeed, the roles of all college employees—faculty, administrators, professional and classified staff—will continue to evolve.

Faculty and their coworkers in the next millennium will face rising and different expectations of their competence with the new technologies, their awareness of and sensitivity to diverse cultures, their comfort level with continual change, and their ability to adapt teaching style to learner needs.

To facilitate the realization of these expectations, institutions will be required to deal with resistance to change, to expand professional development and training opportunities, and to reflect greater diversity and language competencies in hiring practices. They will be required to provide access to the technology which can free their staff and students from place-boundedness, to make better use of the international expertise of faculty and staff, and to raise the consciousness of employees on matters related to diversity and the global community. Inclusion of global education goals in the hiring, orientation, and evaluation of faculty will validate their importance. Community colleges have the opportunity to influence teacher training programs, as well, by providing continuing education experiences to increase the global competency of teachers throughout the educational continuum.

Finance

Virtually every discussion of global education begins with or evolves to the issue of adequate funding for programs providing global experiences, as well as the impact of local, state, and federal regulations on the use of funds for these programs. Taking the broad institutional view, there is general agreement that the priority for global education must be reflected in the allocation of resources. There is universal recognition of the fact that business markets are international and interconnected. The positive impact of global education on workforce development in local communities thus provides a powerful and convincing argument in support of community college efforts.

Generating funding support can encompass many sources: contract training, which

produces new business for colleges as well as tuition and fees; partnerships with business and industry and with other educational institutions; involvement of college educational foundations to support global education efforts.

Regulatory agencies at all levels can facilitate globalization programs by providing flexibility on fee structures, and internally enabling managers to move line items in budgets. Reciprocity agreements across borders can be developed to encourage student and faculty mobility.

Community colleges need to be more aggressive about seeking funding levels proportionate with their market share of enrollment. Recent federal budgets have restored a respectable level to funding for global education, yet community colleges do not even approach their more than 50 percent share of the national undergraduate student population. The remedy for this imbalance requires further work to eliminate restrictive language in grant regulations.

Issues related to international students were raised on several occasions during these deliberations. A more coherent federal policy is necessary to attract international students; indeed, advocacy groups such as AACC, ACCT, and the Council for Resource Development should direct efforts toward making work-study funds applicable to international students. There is, however, a cautionary note to be made about the potential for financial exploitation of international students.

Governance

The aspects of college governance which have the capability of facilitating global education initiatives will cluster around an emphasis on shared vision and empowering people to deal with the increased knowledge base required for global competency.

The broad subject of governance both logically and necessarily begins with the trustees who set policy for all that community colleges undertake. If global education efforts are to succeed in community colleges, trustees, as representatives of the community, are uniquely positioned to serve as agents of change for institutional policy and to advocate for the realities of the global marketplace. They can make real the connection between international and intercultural, as it is reflected in their community. They can advocate for inclusion of global competency in the mission and values statements of the institution, select CEO's who possess global background to implement this mission, and include global experience and competency in evaluation criteria. The desired outcome is a two-directional process, with presidents educating boards and boards insisting on global education. Indeed, the selection guidelines for trustees themselves should serve to raise awareness of the importance of a global perspective. Trustee education can be enhanced by connections with state trustee associations and regular involvement in ACCT activities and programs.

Within institutions, the strategic importance of on-campus leadership for employee and trustee education cannot be minimized. One of the significant findings of the survey conducted among members of ACIIE and CCID supported precisely that view. Institution-wide globalization efforts will require efforts to raise consciousness among all constituencies, work with employee unions, involvement of curriculum committees, development of organizational support structures, firsthand international experiences for leadership, and revision of evaluation criteria to encourage and provide recognition for global initiatives.

Advocacy may begin at home, but governance issues extend to the national and state levels, where a variety of groups and organizations can play significant roles. For example, NAFSA: Association of International Educators can advance the agenda for discussion of the global competency imperative. There is an emerging role for the state international education consortia and associations that have already formed in Illinois, Missouri, Iowa, Oklahoma, and Wisconsin, and continue to emerge across the country. These associations have the opportunity to work with legislators at all levels to support global education as part of the mission and provide both regulatory validation of community college involvement and the necessary resources. State agencies which oversee community college operations have the power to erase existing barriers to global initiatives. Finally, accrediting boards can advance the agenda by including global efforts in their assessment criteria.

Challenges for the national associations which provide leadership for community

colleges include several mandates for global education:

- To invite ACCT and other organizations which conduct presidential searches to include global competency in the recommended profile
- To encourage ACCT and state trustee associations to continue to provide professional development opportunities for governing boards, including dissemination of model policies related to global education
- To encourage AACC to reexamine its own governance to determine if the commission system is the most effective way for the voice of community colleges to support global education
- To invite both organizations to assist community colleges with linkages to governance bodies, institutions, and associations in other countries

Leadership Development

Community colleges are the leading learning institutions in our country and should be recognized for this as "the learning place" for all. The opportunity is real for community colleges to serve as conveners and educators for communities at large. Leadership potential exists in every layer of our institutions and in the community. Political leaders, state agencies, chambers of commerce can all benefit from community college leadership in global education initiatives such as trade missions, language training, diversity and cultural awareness development, and more.

Leadership development for global competency requires immersion, not acquaintance. The multicultural component of global education is the natural tie that connects community colleges, their communities, and the organizations which provide national leadership.

Once communities recognize and embrace global education, the next steps for community colleges become clear. Some strategies to accomplish this may include the following:

- To develop job descriptions which seek the globally competent
- To provide all employees with staff development experiences to help them deal with diversity and develop global competency
- To gain the support of the educational foundation to assist with the funding of initiatives
- To establish incentives to encourage employee participation
- To revise evaluation criteria to value global expertise
- To develop partnerships with business and industry for leadership development
- To work with student governance associations and organizations such as Phi Theta Kappa chapters for development opportunities
- To explore ways to utilize international students as a resource
- To modify the mission statement to acknowledge the imperative for global education

At the state level, every state should support the establishment of a consortium or association of community colleges for global education. In addition, as states continue to assume more of the former roles of the federal government, it will be increasingly important to work with governors' associations.

Within the national educational associations and organizations, there are exciting new possibilities: Organizations such as ACIIE and CCID can serve as a linking unit for state consortia, providing the training recommended for community college leaders, faculty, as well as foreign service officers and agency mission staff. Community colleges can seek more assistance from AACC and ACCT in dealing with issues at national and international levels. This will establish an enhanced level of advocacy for global education and continued commitment to providing international leadership experience for community college presidents and trustees. They can also serve as the conduit for work in other countries which seek in growing numbers to implement some variation of the community college model.

Market Forces

Any discussion of the market forces continuing to shape the evolution of community colleges must begin with an identification of the fundamental realities of a global society where knowledge is the new commodity. Technology has bridged the time and space gap to the point where everything is inter-

connected. Changing demographics are redefining the communities or markets we serve. There is a need for mechanisms to deal with rapid and continual change, the consciousness that local is global, the connection between supply and demand, and the strategic identification of employment opportunities. Where politics used to drive market forces, now it is the market forces controlling the political landscape. These complex factors force us to rethink our expectations about the role of global education in community colleges.

Logic dictates that governors and state legislators should be as interested in global education as they are in global economics. Workforce training issues related to economic change also drive curricular change. As the global economy determines content and approaches for workforce education, it also bears an impact on state approval of courses and programs and points up the need for access to accurate data to shape decisions about curriculum.

Community colleges serve as the mechanism to inform their communities about global market changes, the role of ethics, and the gap between developed and underdeveloped nations. We face a multitude of issues, ranging from social security and the changing workplace to learner recognition that "patriotism" is not unbridled nationalism. Who better to convey these issues and connections to a community than community colleges?

Student Needs

Participants in the second Airlie conference stated emphatically that community colleges have not educated their learners if they have not infused global education across the curriculum. In so doing, community colleges will need to pay continued attention to student learning styles, to the different ages learners represent and the needs attendant upon their profile. The needs assessment process for student services should include input from local employers. Support services must be directed to this diversity of needs, including those of both international students and U.S. learners preparing to study abroad. The development of cultural awareness and sensitivity is a lifelong process which must infuse the totality of the higher education experience. Finally, the educational and student life environments of community college campuses must reflect the commitment to global education, e.g., globalized curriculum, a comprehensive and effective program for international students, faculty and learner exchange and study abroad projects.

Technology

Arguments about the connection between technology and global education have been made for years. The question seems to be how technology impacts global education, rather than how global education impacts technology. While some decry technology's potential for diminishing the richness of multiculturalism by substituting virtual contact for face-to-face encounters, others have noted the potential for the inclusion of many who would otherwise be excluded.

To embrace technology, to see it as facilitating and even advancing the needs of those engaged in global education, it must be used well. It must be accessible, and both training and end-user support must be provided. In the final analysis, technology has the potential to move beyond providing us with information to leading us through knowledge and eventually to the wisdom that will improve our world.

The implications for institutional change begin with a redefinition of a community that does, in fact, encompass the world. Beyond that, the skills learners will need include the ability to use varied sites and modes for information access. Colleges will need to employ multilingual technicians if they are to become the cybercafe for their community. International staff development opportunities should also be facilitated.

The most difficult issues relate to access and affordability. To avoid widening the gap between the haves and have nots, community colleges will have to find innovative ways to pay for technology and to make it available to learners who will not otherwise have access. Global education can reduce the stratification caused by technology, location, or economic differences.

Teaching and Learning

The teaching and learning process will continue to evolve to the point where faculty move from being the content specialists to the learning facilitators, with the content

specialists being accessed from outside academia in many instances. Achievement will be competency-based, rather than calculated by seat time.

Modularization and compartmentalization, while responding to market needs for niche training, can work against the global view. Community colleges are obliged to foster the higher purpose of learning related to values, reasons for seeking education, learning not in a vacuum or for solely economic reasons. Community colleges will continue to serve as places which bring people together.

Colleges will need to equip teachers with the tools to teach global competency, to deal with diversity, providing a broad range of professional development and support services. Specific directions may include the following:

- Methodology shifts toward team teaching and other less traditional approaches
- Development of more interdisciplinary curricula
- Increased options for learning new languages
- A nationwide requirement for languages as a vehicle for learning culture
- Development of a global system of institutional certifications and student certification of competencies comparable to what ISO 9000 has done in industry
- A worldwide standard to facilitate the import and export of best teaching and learning practices across borders

Ultimately, community colleges will be well advised to work with the K–12 sector to develop a progression of global competencies that is seamless.

Civic Role

Community colleges are charged to develop their learners as citizens of the world, with all of the responsibilities that such a designation entails. Global citizenship requires the understanding and practice of global ethics. In the world arena, community colleges are positioned to serve as the catalyst for linkages between local and state governments and their counterparts abroad. They have the opportunity to advance awareness in so many areas of concern around the world: human rights issues—both domestic and international—political and civil liberties, ethics, issues of international peace and security, and environmental concerns.

The globally competent learners produced by community colleges must understand and embrace the reality that we are interdependent, sharing, as Boyer indicated, eight commonalities: a common life cycle, means of communication, responsiveness to aesthetics, the ability to place ourselves in time and space, membership in groups and institutions, the universality of work, connections to nature, and the search for meaning.

Conclusion

The next natural evolution of community college development is global. Although much still needs to be done, we are moving quickly in the right direction. As institutions that have at their core the student development model, community colleges are perfectly positioned to take learners to the next level. There is, then, a meaningful role for the community college form of education as the way to make a difference in society, both domestically and internationally. The true worth of community colleges continues to be understated, underappreciated, and undervalued by too many policymakers at the federal, state, and local levels. It is our obligation to change this. There are too few champions for community college capacities to transform society.

Global education has, at its core, the capability to educate generations of American global citizens about the world's condition, its past, present, and future. We must all learn that a more stable world produces greater peace and security with more freedoms and justice. A stable world has a better prospect of emerging when we understand it as a whole, without limiting our focus to the one area known as the United States. What can be of greater importance than global education?

The New Expedition envisioned by AACC and ACCT takes us across the world. Global is not an add-on; it *is* the new expedition. And community and technical colleges will serve as the vanguard for global education into the next century.

APPENDIX A

Community Colleges and Global Education
Executive Summary

Airlie I: Building the Global Community: The Next Step

The participants in the first ACIIE/Stanley Foundation conference at Airlie Center, charged with drafting the policy direction and implementation strategies for global education in community colleges, adopted the following mission statement: "To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry."

They went on to state that community colleges must provide an educational experience which advances knowledge and understanding in five areas:

- Global interdependence
- Human resources, values, and culture
- Global environment and natural resources
- Global peace and conflict management
- Change and alternate futures

Strategies to accomplish this mission were organized under six categories:

- Educational approaches
- Organizational partnerships
- The technological frontier
- Consultation with other nations
- Coordination of community college efforts
- Celebration of our commonalities, our differences, and our interdependence

Airlie II: Educating for the Global Community: A Framework for Community Colleges

The second Airlie conference was convened to examine two questions:

1. What does it mean to be a globally competent learner?
2. What is required institutionally for community colleges to produce globally competent learners?

The participants agreed on the following definition of global competency: "Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness of this diversity."

They went on to determine that the globally competent learner possesses nine primary characteristics:

- Is empowered to make a difference in society
- Is committed to lifelong learning
- Is aware of diversity, commonalities, and interdependence
- Recognizes geopolitical and economic interdependence of our world
- Appreciates impact of other cultures on American life
- Accepts the importance of all peoples
- Is capable of working in diverse teams
- Understands the nonuniversality of culture, religion, and values
- Accepts responsibility for global citizenship

If community colleges are to produce such learners, institutions will be required to

- Obtain the commitment of the CEO and trustees
- Include global education as an integral component of the institution's mission statement
- Develop and implement a comprehensive global education program on campus
- Allocate resources to faculty for research and development of curriculum, exchanges, and activities
- Provide support and incentives for international initiatives
- Conduct a needs assessment for local businesses and services
- Revise accreditation criteria to acknowledge the importance of global competency
- Provide student services to promote access to global education for all learners

The forces which restrain efforts to globalize community colleges were grouped under the rubrics: Attitudes, Practices, Priorities, and Marketing.

Strategies devised to counter the obstacles to systemic support for global education were categorized as follows:

- Review and revise institutional policies and practices
- Increase public awareness of diversity
- Develop collaboration and partnerships at the local, state, and federal levels

- Advocate more effectively for global education
- Prepare individuals and institutions to deal with change

Beyond the community college campus, the goals of global education can be advanced through

- Initiatives at the federal level
- Inclusion of global education in accreditation criteria
- Initiatives at the state level
- Making the case for global education with the general public
- Exploring alternative sources of funding

Appendix B

New Expeditions Survey on Global Education in Community Colleges

Please characterize the current level of your college's global education programs/activities/services:

___ well developed ___ in formative stage
___ under consideration

1. List the three primary challenges/critical obstacles encountered by your institution's initial/ongoing globalization efforts.
2. How has your institution successfully addressed these problems/how could they be addressed?
3. In your view, what are the three primary challenges/critical obstacles related to globalization efforts which face community colleges in general as we move into the next century?
4. What solutions to these challenges would have the greatest impact?
5. What assistance would be of most value to you in resolving these challenges?
6. Where do you see your institution directing its primary globalization efforts in the coming years?

Appendix C

New Expeditions Hearing, Rayburn Office Building, House Banking Committee Hearing Room, December 4, 1998

Providers of Testimony

Christine Bodziak
Outreach Specialist
Fulbright Teacher Exchange Program

Peter L. Boynton
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Dr. Marijane Axtell Paulsen
President
Pikes Peak Community College, Colorado

Dr. Clyde Sakamoto
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Maui Community College, Hawaii

Dr. Dean P. VanTrease
President
Tulsa Community College, Oklahoma

Appendix D

New Expeditions Conference, Airlie Center, Warrenton, Virginia, December 4–6, 1998

Participants
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Maricopa Community College, Arizona

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Facilitator
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Rapporteur
Linda A. Korbel
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American Council on International Intercultural Education (ACIIE)

Appendix E
Hearing Testimony

Christine Bodziak, Outreach Specialist, Fulbright Teacher Exchange Program
The Fulbright Teacher Exchange Program has been offering community college teachers the opportunity to trade their classrooms with a teacher in another country for over 50 years. Sponsored by the U.S. Information Agency, it is one of several Fulbright Programs that was started by Arkansas Senator J. William Fulbright following his visit to Europe immediately after World War II. Seeing the devastation that the war wrought upon the countries of Europe and their people, the freshman Senator proposed legislation which he hoped would "promote the mutual understanding between the peoples of the United States and the peoples of other countries." This year marks the 52nd anniversary of over 220,000 participants carrying out that mission.

Community colleges have the opportunity to participate in various Fulbright Programs. The Fulbright Student Program allows instructors to pursue graduate-level research overseas. Faculty with doctoral degrees have participated in the Fulbright Scholar Programs for lecturing and teaching abroad. The U.S. Department of Education arranges Fulbright-Hays overseas summer seminars for which community college educators can participate.

The Fulbright Teacher Exchange Program is the only Fulbright program which arranges direct exchanges between participants. In order to be eligible to participate, community college teachers have to be U.S. citizens, have at least a bachelor's degree, be fluent in English, be currently teaching full-time and be in at least their third year of full-time teaching. Opportunities are available for teachers of

every subject. In most cases, teachers secure a leave of absence with pay from their home institutions and trade classrooms for the year. The Fulbright Program provides stipends to some foreign teachers while they are participating in the program. The Fulbright Program may provide a transportation grant to teachers, depending on the country of exchange. Past participants have traded their English as a Foreign Language post with teachers at the National University in Argentina; they have switched places with a fellow Business teacher in England; and we have even conducted short-term programs for community college administrators to shadow overseas counterparts for six weeks. In the past 10 years, the Fulbright Teacher Exchange has had over 150 participants from community colleges. This year, we are hosting 14 international teachers from nine different countries at 14 separate colleges in 12 states. Currently, there are opportunities for community college teachers to participate on an exchange in the following countries: Argentina, Canada, Czech Republic, Denmark, Finland, France, Germany, Hungary, Latvia, Netherlands, Peru, Romania, Slovakia, South Africa, and the United Kingdom.

The benefits of the program are numerous. For the teachers, it is the professional development opportunity of a lifetime. The exchange program allows the two teachers the chance to learn about a country and its culture by being immersed in the hosting country's educational system. They are exposed not only to a new institution in a different country, but different teaching methods of their foreign colleagues and different perspectives from the administration of their hosting college. They are able to share new views with their students overseas. The students of both teachers have a cultural ambassador everyday in the classroom. Since it is a direct exchange, it is an extraordinary opportunity for the U.S. college and the foreign institution to have a year-long linkage. More importantly, this is a bond which can be nurtured over the course of the exchange and continue long past the time the exchange teachers return to their home institutions. Many colleges have continued the Fulbright relationship by having further faculty exchanges, exchanges of administrators, or student exchanges. The teachers who initially participated on the exchange will continue the Fulbright mission by giving firsthand accounts of living and working in a different culture and encouraging their students to view their lives in a global context.

The Fulbright experience is not limited to the exchange teachers, the participating colleges and the students. Perhaps the greatest benefit the Fulbright Teacher Exchange Program can offer participating community colleges is the goal for each participant to become a part of the community in which they are placed for the year. Community colleges strive to meet the education needs of the surrounding community and preserve their commitment to lifelong learning. The Fulbright Teacher Exchange Program has similar goals. First, we strive to have participants that reflect the diversity of the American education population. We encourage minorities to apply, and we aim to have participants from all areas of the United States. This year, there are Fulbright Teachers in such geographic diverse regions as southern Appalachia to downtown Manhattan to suburban Los Angeles. By encouraging participants from such diverse communities and colleges, we hope that the hosting institutions overseas have the opportunity to learn about the diversity of American education and culture. Also, we hope to have the opportunity to place foreign teachers in a variety of settings so that all types of communities may benefit by having Fulbright Teachers share their culture with the hosting community. In addition, we encourage participating teachers to bring their families along on the exchange.

The Fulbright Teacher Exchange is committed to having a diverse representation of the American education system. It is our hope that every community college encourage their faculty to apply to the Fulbright Programs. In this way, we can work together into the 21st century to promote lifelong global learning. Perhaps there is no better way to emphasize the importance of this than through the words of an alumnus of our Program. Jim Tarvin, a math teacher from Grossmont College in California describes his experiences: "Participating in the Fulbright Teaching Exchange allowed me to participate in enriching experiences that have set a precedent for the rest of my professional career. By speaking and participating in con-

ferences, workshops, seminars in South Africa, I was able to see firsthand how a country so ready for international contact was receptive to innovative teaching and learning ideas which are now successful here in the USA. My exchange partner, Muvhango Rasalanavho, of Giyani College of Education, found Grossmont College a challenge but at the same time he was exposed to the variety of teaching techniques professionals utilize here in the USA. For both Muvhango and myself, I can safely say that each of our lives has been dramatically changed by the experiences we both encountered in our host countries."

Peter L. Boynton, Vice President, Human Resources and Institutional Development Division, Academy for Educational Development

I've spent the past 27 years working to improve education in developing countries and organizing training in the United States for educators and other professionals from those countries. I've seen the importance both here at home and abroad of colleges and universities coming to think of themselves as playing important roles in terms of the global context and not merely as institutions with a local or national role. Over the years, I've worked to help develop educational and training institutions in Asia, Latin America, and the Middle East, and worked with many U.S. institutions as partners in these endeavors. These were almost without exception institutions with dynamic international programs, including exchange of students and faculty, study abroad programs, strong representation of international students on their campuses, and real efforts to build international dimensions into their curricula.

It was particularly interesting for me over the past year or so to spend some time focusing on South Africa and to learn the high price South African higher education paid during apartheid—both the traditionally white as well as black institutions—for their nation's isolation from the rest of the world. In many areas their technology fell behind, their scholarship lacked the vital connections to global academic communities, and their students had little interaction with peers from other countries. Their institutions were frozen in outmoded models, with little of the vitality resulting from dynamic interactions with the society around them or with other countries. The past eight years or so since the end of apartheid have witnessed a flowering of community involvements, international linkages, and an influx of foreign students, all coinciding with a projection of South African influence in the rest of Africa as never before.

South Africa is perhaps an extreme, but it illustrates what can happen when higher education is isolated from the global marketplace of goods, services, and ideas.

I think U.S. educational institutions—community colleges in particular—benefit enormously and produce corresponding benefits for society when they strive to be part of this global marketplace.

This because, as teaching institutions, it seems to me that the primary role of community colleges is to prepare graduates for roles as citizens and as employees, or entrepreneurs. They also have to prepare them for the lifelong learning that is essential for continuing to be good at performing these roles.

Let's consider some of the characteristics we would hope these students *don't* manifest as citizens, employees, and entrepreneurs.

- We don't want them to be prejudiced against those of other national origins. Rather, we want them to understand and respect the contributions made to our country by past and current immigrants and children of immigrants.
- We don't want them to be ignorant that there are many interconnections between their local communities and the rest of the world—that what happens in Thailand or Russia—can and often does impact their lives, sometimes in subtle ways. Instead, I think we all would want them to at least be aware of these connections, even if, just as for yours truly, the details of all the linkages may seem a little obscure at times.
- We don't want them to adopt the NIH (not invented here) attitude toward new ideas, processes, and technologies. Instead, I'm pretty sure we want them to be open-minded and willing to try out new equipment and new ways of working, regardless of where they come from.
- We don't want them to be jingoistically nationalistic, but rather thoughtfully

patriotic, able and willing to inform themselves, form opinions on our nation's international involvements, and express these to political leaders directly or through their votes.
- And we don't want them to be disrespectful of the cultural manifestations of other peoples—their art, music, dress, and so forth. On the contrary, we hope they will appreciate and value the diversity of the world's cultures, which can often have the side benefit of deepening one's understanding of one's own.

I'm convinced that community colleges have a tremendous responsibility to engage their students in activities that promote the kind of graduates we seek. Enrolling about half of U.S. college students, community colleges cannot ignore this responsibility. I don't think this means a radical reshaping of colleges, although it is a significant challenge—and one which competes with many other priorities for scarce resources. Rather, I believe it can come about through a thoughtful discovery process involving faculty, students, and administrators asking themselves some key questions, such as:

- What does our leadership—trustees, faculty, and administrators—really think about giving increased attention to international and intercultural activities?
- How would our institution be different if we were giving international and intercultural dimensions their full due?
- What are the international dimensions of the careers for which we are preparing our students? For example, do they involve raw materials, goods, or services produced elsewhere?
- Are there global trends that will affect how these careers will change over the next 10–15 years?
- How can we take advantage of the international experience of students and faculty on our campus or in our communities?
- How can we encourage and enable our students to participate in study abroad programs?
- What kind of partnerships or other relationships can we develop that will bring us international students and/or faculty?
- Can we create a more supportive environment for international students at our institution?

I suspect, in many cases, pursuing the answers to these questions may require some research in- and out-of-house and take colleges in unpredictable directions. But I sincerely believe that all involved will be enriched by the experience and that ultimately our surrounding communities will be the better for it.

A comment on getting answers to these and other questions: I took a look at the 319 dissertation abstracts focusing on community colleges that are posted at the AACC's New Expeditions Project Web site. I was surprised that there are only five which seemed to deal with international or globalization issues. One of these focuses on international student adjustment at an American college, and four are written by Taiwanese about colleges in Taiwan, so they were really national studies. It looks to me like the field is wide open for some interesting research to be done which could help colleges identify "best practices" and models, as well as pitfalls to be avoided.

Thanks very much for this opportunity to participate in your hearing. I hope you find something of value in what I've said.

Edmond J. Collier, Assistant Director, External Affairs, National Security Education Program

The National Security Education Program (NSEP) was created by Congress in 1991. The NSEP addresses the need to increase the ability of Americans to effectively communicate, cooperate, and compete globally by knowing the languages and cultures of the less-commonly studied and visited regions of the world. Our mission is to lead in the development of the national capacity to educate U.S. citizens: understand foreign cultures; strengthen U.S. economic competitiveness, and enhance international cooperation and security.

The NSEP embodies a recognition that the scope of "national security" has expanded to include not only the traditional concerns of protecting and promoting American well-being, but the new challenges of the global society. These include such issues as: sustainable development, international trade, economic interdependence, regional conflict resolution, environmental concerns, and terrorism, just to name a few. The NSEP goals are tied directly to helping our nation to effectively address these issues.

The NSEP is the only federal program that provides direct funding to U.S. undergraduate students at two- and four-year colleges to enable them to study abroad. The program recognizes that the U.S. workforce of the 21st century will come from a population that is becoming increasingly diverse, and, that this workforce will operate in an interdependent global environment. These two factors require important innovations in the way in which we approach international education.

Community colleges attract a broad and diverse range of students who mirror the changing dynamics of the U.S. population. The needs of these students tend not to be addressed by traditional international education programs. The NSEP is extending new opportunities for community college students to have an international education experience. During our brief existence, over 40 students from 32 community colleges have earned NSEP scholarships. Considering the fact that most accessions to higher education are students who enroll in community colleges, we believe these numbers should be much higher. We are aggressively seeking ways to increase these numbers, and we believe some initiatives taken this year will result in dramatic improvements in awards offered to two-year college students. The program also offers support for community colleges to develop programs, materials, and resources to support learning in and about less-commonly studied languages and world regions.

There remain issues and obstacles to an easy increase in the number of students in two-year colleges who avail themselves of international education opportunities, such as those offered by the NSEP. Are these difficulties unique only to this program? We think not.

- Many two-year students do not have the luxury of taking a semester or academic year to study abroad. They frequently have full-time or part-time jobs that provide the funds to pay their tuition and expenses.
- General programs of study abroad are not appropriate for many of these students. More technical and short-term programs are needed to contribute to their educational and career goals.
- There still linger vestiges of outmoded thinking that study abroad is for the more affluent student who is studying liberal arts. Such thinking is out of touch with the realities of the interactive world of today.

In conclusion, community colleges and the students who attend them are integral and diverse parts of the American fabric. They are, and will continue to be crucial players who contribute directly to the overall security and success of this nation. We of the National Security Education Program are pleased to have a part in building a critical base of future leaders, with international knowledge, languages, and perspectives, who are products of our two-year colleges.

Robert C. Ernst, President, Northcentral Technical College and Chair, American Council on International Intercultural Education

It is critical to the survival of U.S. business and industry that community and technical colleges develop a globally competent workforce. Community and technical colleges have vast experience in workforce development and in the development of women, both key issues facing developing nations throughout the globe. Two-year colleges have documented successes at providing these services not only to their home communities, but to international populations as well, as evidenced by the American Council on International Intercultural Education's publication *Member Colleges Involvement with Countries*. Community and technical colleges are truly institutions with the knowledge, skill, and wherewithal to develop global competencies within their communities and to provide relevant occupational training and technical assistance to international audiences.

A critical obstacle facing the development of global education programs is the lack of understanding by government funding agencies as to the capabilities of technical and community colleges to provide international training within their home districts, as well as to provide the same on a global scale. Organizations such as the American Council on International Intercultural Education and Community Colleges for International Development serve as advocates on behalf of two-year colleges in the international arena; however, lacking is funding agency commitment to continued and expanded utilization and funding of the

community and technical college role in global education and global economic development initiatives.

John Halder, Executive Director, Community Colleges for International Development

Every job in the United States, every employee, and every employer, is subject to the impact of the international marketplace. Every mother, daughter, father, and son, is, has, or will be subject to the vagaries of the global economy during an average week in their life. Every business, every college, every retirement fund and stock and bond in the market, feel the strength, the weakness, or the indifference of the influence of events thousands upon thousands of miles away on a daily basis. Every job in our community, every citizen in our district, every employer to whom we sell training and retraining, is subject to the same global influences.

Despite all these factors, community colleges tend to treat "international education" and "global issues" as something peripheral and adjunct to their other missions. How many community colleges address these issues as if their survival depended upon it?

In these circumstances, how can it be argued that community colleges, the front line for training citizenry for the workplace, the colleges which educate over 53 percent of the public undergraduates in the country (1995), should not have available to them large, comprehensive, all-pervasive international or global programming efforts?

As a nation without such efforts, we stumble in the world marketplace. We fail to be the correct educational resource for our citizenry, and we leave our children at a distinct educational and economic disadvantage. Without such efforts we fail as community colleges in our basic and most fundamental mission of meeting community and individual needs.

As a simple example, consider the following. In Europe it is common for the college undergraduate to have command of three or perhaps four languages, prior to studying for a bachelor's degree. It is common for the citizenry of the European countries to have vacationed regularly in a country other than their own, and to be familiar with different customs. It is commonplace for the citizenry of the European countries to be conversant, through media reporting, of the events, trade policies, and political figures of three or four neighboring countries.

How many of us can describe the same for our neighboring countries of Canada and Mexico? How can we as a nation compete on the global playing field, when we fail to give our citizenry these or similar lifeskills?

It is a profound contradiction for the United States to view itself as the leader of free enterprise, or as the leader in world trade and commerce, unless we legitimately provide our students, our businesses, and our communities the resources to allow them to fill that role. This is no longer something which would be "nice to do" if we had the time and resources. If the rest of the world is, on a regular basis, addressing these issues, and we fail to, we shall as a nation be destined to take second place in trade and commerce, second place in global influence and respect, and second place in all the lifeskills required of citizens of the 21st century.

What Global Work Skills Are Community Colleges Best Positioned to Teach, in Order to Address This Imbalance?

Unlike universities, community colleges are quick to adapt, are flexible, and are innovative institutions, ideally suited to rapid change and able to address complex issues. Already within the ranks of the AACC collective body, colleges and organizations exist which are skilled in the methodologies and techniques to provide global skills. ACIIE and CCID come to mind. We do not have to reinvent the wheel, nor create huge and elaborate structures to deal with these issues. We simply need to create the political will to make it happen. If we have the desire, the following are the skills needed by our public:

- Training in systems, styles, racial characteristics, relationships, and methodologies other than ones own, will lead to openness and understanding, and will allow individuals to see beyond their own cultural boundaries, and to be accepting of what they find.
- Training in skills to allow collaborative activity and work.
- Training in conflict management.
- Training in speaking other languages.

Programming such as this, by definition, should be totally integrated into all aspects of the teaching and activities of our colleges.

What Are the Outcomes and Benefits of Community Colleges Training in Global Work Skills?

- Our students will learn the skills to bridge culture, time, and attitudes, and to be the most productive and adaptable citizens possible.
- Our students will gain the ability to make confident informed choices about international work, and to be able to place those choices in a practical frame of reference.
- Our students will gain the ability to be able to appropriately "read" global issues in the workplace, and elsewhere, and will be able to act upon them accordingly.
- Our students will learn skills to be able to work effectively as part of a geographically dispersed international team.
- Our students will learn skills and gain the ability to be able to work confidently in nontraditional alternative methodologies, beyond their own cultural boundaries.
- We shall all develop a willingness to accept continuous cultural learning about others and ourselves.

How Should Community Colleges Focus in Order to Address Global Work Skill Issues?

In order for community colleges to be effectively training students, workers, and citizens with the skills to meet these challenges, colleges need to be focusing upon what is already available, but often not implemented. Initiatives such as *New Expeditions* will have the power and authority to educate, and tell the story in an unprecedented fashion. The overwhelming need is for all community colleges to comprehensively become engaged in this process, and to embrace the necessity to be involved in these issues.

In order that we might be the resource to our communities that our name demands, the following activities should be comprehensively integrated into the curriculum and fabric of all our institutions.

- Study abroad
- Internationalizing the curriculum
- Faculty exchanges
- Overseas training activities
- International students

Even the community colleges involved in these efforts, frequently do not have them fully integrated into the everyday fabric of teaching and college life. Until that has occurred, community colleges will be failing to address an issue as essential as computers in the classroom, or distance learning, or workforce development. The times we live in require that similar attention and resources be devoted to global issues, as has been devoted so aggressively to these other issues in recent years.

New Expeditions will fail our public and the community college world at large if the vital importance of global issues such as these are not comprehensively addressed and stressed in the findings.

Ed Hartsell, President,
Daytona Beach Community College

On behalf of Daytona Beach Community College (DBCC), our District Board of Trustees, I want to thank the American Council on International Intercultural Education (ACIIE), Community Colleges for International Development (CCID), and the Stanley Foundation for sponsoring this hearing and developing a report which will be part of the American Association of Community College's (AACC) initiative, with funding from the W. K. Kellogg Foundation. My remarks will address the issues of Global Education from my perspective as we chart a course for community colleges in the 21st century.

DBCC must address global education issues in order to deal with our changing demographics, workforce training demands, and the changing responsibilities of individual citizens in determining and implementing foreign diplomacy. Which until recently, was the exclusive responsibility of the national government here in the United States and overseas. For the purpose of my comments, I will use the terms multicultural and intercultural interchangeably.

Last week in a *Washington Post* article entitled "The Unity Among Us," David Broder quoted Deborah Wadsworth, Public Agenda's president, a nonpartisan public opinion research and education group in New York, which just released a report on how a cross section of Americans defined things they valued most highly about this country and want emphasized in the public schools their children attend. She said, "Those who have migrated to America, like those born here, say they believe this to be a country where differences are tolerated and diversity is celebrated." This belief was held

by an overwhelming majority of the respondents—including an oversample of recent immigrants, African Americans, and Hispanics.

All of Florida's community colleges are dealing with multicultural diversity, and it will continue to increase for us. Only 35 percent of the state's residents were born in Florida. Migration from other states and countries has accounted for a 33 percent increase in population between the most recent census. Minority and Non-Resident enrollment has grown at DBCC from less than 12 percent in 1988 to almost 19 percent in 1998. This population accounts for 22 percent of the total student population at the Daytona Beach campus, the largest of the five DBCC campuses. Our Non-Resident population represents between 300–450 students per academic year. The fastest growing population is the Hispanic enrollment which now represents five percent of our total student population.

Our challenge is to prepare our students for the changing demographics in the region, state, and nation. We must include more multicultural and intercultural curriculum and training in our courses and programs. We no longer need to leave Florida or Daytona Beach, to engage in an international/intercultural experience. International visitors, students, and businesspeople are moving to Florida and Daytona Beach. They are now our neighbors and colleagues and we need to be aware of their culture, beliefs, and native languages. They are also our strength as we face global competition. Their insights, languages, ways of doing business will enable us as a nation to better serve our international customers as we become more integrated in the global marketplace. This diversity adds to the quality of our lives and we must prepare our students: the native born, the newly arrived immigrants, and our international students to take advantage of this opportunity.

International business and trade are an integral part of Florida's $300 billion GDP. In 1997, Florida generated $42 billion in exports and $28 billion in imports, more than one-fourth of the state's GDP. It is estimated that by the year 2005, exports will reach $130 billion and imports $48 billion. In Daytona Beach alone, over 150 businesses and individuals are involved in international trade ranging from Hawaiian Tropic lotions, to Metra Electronics which produces electronic add on equipment for automobiles for export to Mexico and Canada, to John Crane Belfab which produces precision manufacturing elements for worldwide distribution. For our region to stay competitive in the global marketplace, we need to continue our quality workforce training programs for our students and integrate an international perspective into the curriculum including such topics as ISO 9001 standards, command language acquisition for employers and employees in disciplines including nursing, criminal justice, automobile repair, and others; cultural perspectives on doing business overseas. Economic growth and workforce training will continue to have an international spin in Florida and we must be sure that our students and the citizens are prepared to be successful in this environment.

As each state and region becomes more involved in the international arena, many states, including Florida, are developing their own foreign policy. At the community colleges we have the responsibility to prepare our students to be aware and possibly involved in local and regional diplomatic activities. In 1995 the Governor's Accord of the Gulf of Mexico was signed in Campeche, Mexico. This was the first time that the Government of Mexico actively encouraged its states to sign such a broad based agreement, in fact the President of Mexico attended the signing. The agreement included all of the Gulf states of Mexico and the U.S., and focused on a range of topics including: business, tourism, education and culture, and the environment. DBCC was elected to become the lead institution for the Education and Culture Commission. This year the lead institution will be the Universidad Veracruzana.

The Gulf Accord experience, working with the Sister Cities organization, the UN/USA group made us more aware of our responsibilities in preparing our students and citizens for local diplomatic activities. It is no longer the exclusive purview of the national government. I don't expect that we will compete with any of our outstanding schools of diplomacy. We will have workshops on protocol, develop ongoing seminars on current diplomatic issues for the state of Florida, ensure that our core curriculum includes a global perspective with issues pertaining to Florida highlighted, and

encourage language studies. We will prepare our students and the citizens we serve to represent in the international arena.

I want to thank ACIIE, CCID, and the Stanley Foundation for organizing this event and allowing me on behalf of DBCC to discuss our take on the Trends in Global Education for the 21st Century. We will depend on you and your leadership team to convince the national authorities to give us the moral and financial support to carry out these important activities for the benefit of our students, state, nation, and world.

Hiram Larew

Please note that the following statement is made in a personal capacity. It does not necessarily represent the views of either my current employer, the U.S. Department of Agriculture, nor those of my (until recently) former employer, the U.S. Agency for International Development.

Over the last few years, I have had the opportunity to learn about the many ways in which U.S. community colleges are engaged internationally. It is an honor to speak up on their behalf; I am very, very respectful of their ability to help our country meet our national needs through their efforts at home and abroad.

Increasingly, opportunities and challenges overseas are *our* opportunities and challenges. As markets open around the world—especially in the developing and transitioning worlds—and as incomes rise, the U.S. benefits through trade. Likewise, unrest overseas typically comes at an expense here at home—in response costs. The threats of disease outbreaks or environmental degradation are threats that know no borders. So in no small way, the U.S. has a stake in international engagement.

One of the keys to sustained development—development that is of greatest mutual benefit to the U.S. and countries overseas—is development and maintenance of a workforce that is relevantly trained and a public that is steeped in the merits and practices of a civil society. This notion of what it takes to maintain or build momentum behind development is one that is broadly held by colleagues here and abroad. And it is, in fact, the reason that the services of U.S. community colleges are in increasing demand internationally. Their entrepreneurial spirit allows for almost instantaneous responsiveness to local, regional, and national needs. This practical, affordable, and high-quality approach to learning is exactly what many foreign countries hanker for; they are very anxious to learn more about how community colleges work in a participatory mode to enhance the social and economic development of a community.

Slowly but surely, community colleges are being recognized as a U.S. national resource. This is not to take away from the incredible skills and expertise that reside at our four-year institutions. It is instead, the diversification of the U.S. higher education system that is so compelling to our friends overseas. And it is the less fully appreciated community college system that is of special interest.

For solid reasons, the U.S. government has traditionally focused its domestic and international emphasis on elementary schools and universities. It is my strong opinion that, as our country enters the 21st century, we would be well served to recognize that there are tangible merits to ensuring the involvement of all parts of our national education system in our work overseas.

My colleagues from community colleges are more than capable of describing many of the extra-innovative programs that they sponsor abroad. I personally am envious of the rich experience that they offer the U.S. government as we collectively seek to facilitate progress around the world.

Margaret B. Lee, President and Professor of English, Oakton Community College

If community colleges are not realistic about what is necessary to stay in touch with the global community, they should be and they need to get on with the task. It's more about perception than about dollars. Consider the cost of not connecting with the larger global community in which we all function: The price is a whole lot steeper than the cost of connecting. The recent American Council on Education report, endorsed by AACC and other higher education associations, calls in its title for *EDUCATING FOR GLOBAL COMPETENCE: America's Passport to the Future.* In addition to establishing what it calls "the new global context," the report proposes an action agenda for government, education, and the private sector in promoting international/global competence—which

it characterizes as critical to the national agendas in foreign policy, security, and the economy.

I think about Ernest Boyer's statement about 10 years ago, something like "Our world has become a more crowded, more interconnected, more unstable place . . . . It has become dramatically apparent that we are all custodians of a single planet. The world may not yet be a global village, but surely our sense of neighborhood must expand."

Well, 10 years later, technology has all but bridged the barriers of time and space and made us a virtual village. The world is 1/600th of a millisecond in diameter on the Internet. Would/could colleges refuse to invest in technology and still remain valuable and viable? There is a parallel here to the global connectedness issue.

The report on *Building Communities* for AACC several years ago suggested that the boundary of community extends beyond the geographical borders of the college district and that it is much a climate to be created as an area to be served. While the motivation of many of the current reports calling for more global involvement are often primarily economic in nature, I think in education we need to move beyond the economic. Beyond all the compelling arguments for internationalizing, globalizing, diversifying, and multiculturalizing in the interests of economic competitiveness or even national security, the most compelling of all is that it is the right thing to do. We have an immense responsibility to collaborate as a human community. To do this, we need to think of ourselves not as ethnic, cultural, national, or language groups but as a human species among other species. We are not in competition with each other at this level; we are working together toward the survival of our species and the improvement of the planet that we share. Do we need any more motivation to get on with the task?

Sherry Mueller, Executive Director, National Council for International Visitors

Peter F. Drucker, the renowned management expert, has often admonished his listeners to "partner or die." *Forging productive partnerships* is a dominant trend in the twilight of the 20th century that will surely continue in the 21st. Successful institutions will be those that bridge boundaries of all sorts—geographic, cultural, functional—and are comfortable with ambiguity.

Several weeks ago at the Drucker Foundation Conference on Nonprofit Management, Mr. Drucker observed that the community college is the most important type of higher education institution in the United States. Far from an ivory tower, it is characterized by dynamism, diversity, and broad outreach across the immediate geographic community and, increasingly, across our global community as well. Given this reality, it is no wonder that the theme of the ACIIE autumn conference last year was "Exploring New Linkages/Expanding Established Alliances" or that the National Council for International Visitors (NCIV) National Conference theme that year was "Partnerships in Public Diplomacy."

Partnering has become an imperative because the world for which you are preparing your students and communities is increasingly complicated. Despite the stark dangers of the Cold War (so dramatically portrayed in the current CNN 24-hour documentary "The Cold War"), we are almost wistful for the bipolar clarity and simpler world views of that era. Defining "us" and "them" was much easier before the Berlin Wall toppled and the Soviet Union disintegrated. We live in a time of eroded authority, disconcerting ambiguity, and increasing complexity. To illustrate this complexity, more and more Americans are getting into car accidents talking on their cellular phones while 50% of the world's population has never made a phone call.

One "recommended solution" to expand the international outreach of community colleges is the development of strong partnerships to help prepare students to cope with this more complex world. The NCIV and other nonprofit international exchange organizations can be valuable partners for community colleges. At a meeting, yesterday in New York, hosted by the Carnegie Council on Ethics and International Affairs, I met the head of the Foreign Policy Association who said that for the first time the Association planned to take their Great Decisions program to community college campuses.

- Submit a joint proposal to the contractors who are tasked to provide training to USAID-funded participants in the Global

Training for Development Program. A number of NCIV members are already experienced in providing this kind of short-term educational experience for foreign trainees.

- Invite the NCIV member in your community to co-host foreign delegations or scholars visiting your campus. Their staff, including volunteers, can schedule appointments off-campus, site visits, and home hospitality (dinner in the home of carefully-matched volunteer hosts). Often their group of enthusiastic and experienced volunteers can enhance one of your programs.
- Co-sponsor an International Visitor Month event. NCIV has designated October International Visitor Month. Annually, to increase the visibility of the International Visitor Program and to underscore the benefits of "citizen diplomacy" to U.S. communities, we encourage each NCIV member to host a special event featuring a member of Congress to speak on an international theme—"Oregon and the Global Economy" or "New Mexico and the World." The year 2000 is the 60th Anniversary of the USIA International Visitor Program and in anticipation of this banner year we are planning special events during October 1999 and 2000. Community colleges could be ideal venues for these events and your students would learn much from participating in them.
- Offer space to an NCIV member—an excellent way to generate synergy and emphasize a shared commitment to help internationalize your community. The Wolfson Campus of Miami Dade Community College (MDCC), is home to the Miami Council for International Visitors. This arrangement results in attractive internship opportunities for MDCC students. Student reporters from *The Metropolis* interview particularly distinguished participants in the USIA International Visitor Program.
- Adopt the local CIV as one of your causes by meeting with the local leadership, serving on the Board, and participating in their activities. You will identify mutually beneficial ways to work together.

Paradoxically, in a world that demands growing technological sophistication, the ability to forge friendships, build enduring relationships, and elicit cooperative action from diverse populations will be a requisite skill in the 21st century. If the world consisted of only 100 people, only 5 would live in the United States. Our success in preparing our students and communities to relate productively to the other 95 is largely dependent on the partnerships we will craft.

Marijane Axtell Paulsen, President, Pikes Peak Community College

As community colleges celebrate their first century of service, and consider the major issues and opportunities that we will face in our second century, the importance of international/intercultural education cannot be ignored. In the last 20 years we've made significant gains in articulating the importance of a global perspective, and in developing programs and services that underscore that perspective. But much needs to be done to support the global view, and the important role that community colleges will play in education throughout the world.

First the imperative: "The times call for bold leadership, judicious risk-taking, and design of a vision to propel and accelerate global education initiatives across America. *Global education is an economic issue, but it has geopolitical, social, environmental and human urgencies/components, as well.* Influential people must educate and convince other influential people, in both the public and private sectors, of the need, value and benefits of such education." (*Building the Global Community: The Next Step*, American Council on International Intercultural Education and the Stanley Foundation, 1994, pg. 15; emphasis added.)

This statement provides not only a reason to internationalize our colleges, it provides a framework for thinking about "global citizenship" as well. Using the statement above, it means an understanding of our global economy as well as knowledge of the world's political, social, environmental, and human conditions. Most importantly, education that values this global understanding produces individuals who are able to integrate these elements into a coherent world view, and to make personal decisions, which incorporate this integration.

In my view, core competencies for global citizenship include (1) bilingualism, along with global literacy in such areas as (2)

geography; (3) geopolitics; (4) environmental science; (5) human culture; (6) economics; and (7) technology. There are undoubtedly other areas that must be studied as well, and I hope (and suspect) that this list will continue to grow.

The argument for developing a coherent worldview is the interconnectedness of all of us on planet Earth. Pollution knows no national boundary. Our increasingly global economy resulted in sneezes heard 'round the world as a result of the recent "Asian flu." Solutions to geopolitical tensions in different parts of the world will require insights from anthropology, cultural psychology, and sociology. If "isolationism" was ever a strategic possibility, it no longer is today.

In the United States, community colleges are increasingly the "colleges of first choice" for both traditional and nontraditional students. Approximately one-half of all undergraduates in the United States are enrolled in a community college. What we do, especially for those students involved with general education, acquisition of technical skills, continuing education, re-training, and re-tooling will have a tremendous impact on the future of not only our local area, but our state and nation, our region, hemisphere, and world as well.

At base, community colleges have a common belief that education benefits individuals and society. There is an increasing realization that "society" is global, and that there may be many benefits beyond the local society that result from education. Just a few years ago, for example, there was an emphasis on international education as a "call to arms" with regard to global competition. The idea was that an understanding of the workforce skills developed in other nations would determine our ability to remain competitive. The notion of "win-lose" and of the finite distribution of rewards was prevalent.

Recently, we've begun to understand that globalization that results in cooperation, not competition, may be more strategic. One of my favorite examples is of the international software company, which operates three "shifts" a day: one in the American hemisphere, one in Asia, and the third in Europe. All the programmers work eight hours a day, and then forward their lines of code product to the next "shift." Physical resources may be finite on the planet Earth, but creativity and knowledge and solutions to problems seem to not have that limitation. It is even possible to dream that economic distribution can become "win-win" as well.

There is yet another role that community colleges can play in the world's future. Community colleges are effective, efficient, accessible, and responsive to change. "Democracy's Colleges," as we've been called, have a role to play outside of the United States. Throughout the world, our only educational "export," the community colleges, are seen as a powerful tool. Developed nations, such as those in Europe, see the community colleges as a cost-effective way to deliver education to the increasing percentage of individuals who seek access. Underdeveloped nations throughout the world see the value in our applied, technical, responsive, and efficient approaches.

One hundred years ago, community colleges began in the United States. As we begin our second century of service to individuals and society, the importance of an international perspective is clear. And the community colleges can be both the providers of that approach in the United States *and* the model fo. effective, efficient, accessible, and responsive education throughout the world.

Clyde Sakamoto, Provost,
Maui Community College

The truism of economies operating in the global market will become even more evident with each passing year. Even as the "Euro" will be introduced in January 1999 and that our domestic markets have been buffeted by the recent Asian turmoil, international economic activities and initiatives will, in my view, drive the demand for expanding international education.

Our local Hawaiian economy, as an example, continues to struggle with the decline of visitors from Japan primarily and the Far East generally. Even with the prospect of China's growth and the eventual economic recovery in Asia, international agreements will permit more direct flights from these countries into mainland airports around the U.S., affecting our state's future. A recent example will permit more than 260 direct flights from Japan into mainland destinations. At the same time, the frequency of international ships cruising Hawaiian waters will probably dramatically expand in the next

few years. Additionally, increasing numbers of visitors to Hawaii are discovering and fixing their travel plans over the Web. This mix of air, sea, and technological access are but a few examples that are affecting a number of communities and community colleges around the country . . . particularly in Hawaii.

Our challenge at Maui Community College (MCC) continues to be one of learning more about such global and regional phenomena and implications for ourselves, our students, and our community. On balance, MCC faculty and staff are fairly well-traveled and, therefore, alert to the changes we face. However, our educational responses to these developments are still highly exploratory.

Other than the traditional study abroad, ESL program development, expansion of international language offerings, students as international resources on campus, and language-exchange experiments, our College alternatives remain more conventional than innovative. However, the campus continues to be highly receptive though still very much in the probing mode of what may capture imaginations of faculty and students in addressing our global opportunities, as well as recent economic-related difficulties.

Several paths suggest that Maui's telecommunications efforts to mitigate our isolation may be converted to become MCC's international educational niche. If MCC's high-speed Internet and general student computer access could be oriented toward creating international learning environments, the relationships between students globally communicating and learning would take on a potency that would be constrained only by student curiosity and energy.

The connection between the major issues shared among students learning internationally and locally are simultaneously obvious and subtle. On the one hand, there is clearly a common interest among young people looking for work and employment-related education and training. These jobs have increasingly uniform sets of skill standards that in science, technology, and commerce look familiar in more and more places around the world. Students in these curricula would seem to have a natural receptivity to discovering the variations of how these skill sets may need to be adapted to differing settings. As an example, these kinds of expanded awareness may permit an electronics technician to be aware of problems, solutions, and possibilities outside of his or her immediate frame of reference.

Specifically, MCC's Electronics and Computer Engineering Technology program struck an agreement with the University of Hamburg to share various components of each other's electronics curricula. The next step suggests that students from the opposite sides of the world will have a chance to deal with language and content challenges to exchange information, insights, and views. Another telecommunications-based initiative continues with MCC students learning Japanese assisting students in Japan learning English. Under the guidance of MCC and Kure National College of Technology, MCC and Kure students tutor each other over the Web.

On the other hand, there are opportunities to uncover major themes of interest shared among students which may touch the arts, conflict resolution, energy and natural resource conservation, and many other areas.

The telecommunications and Web connections offer more possibilities than ever before in the international educational environment.

The area of greatest global educational potential, which will surely materialize in the 21st century, is the acquisition of such technologies to accelerate international learning experiences. The most powerful result would be a combination of a face-to-face experience reinforced by continuing opportunities to interact electronically. Given the prospect of video streaming and other more sophisticated technology in the near future, our faculty and institutions could stimulate the educational, commercial, and technological convergence to the benefit of students' global facility. Imagine local, community-based international education sparked by students connecting globally.

Dean P. VanTrease, President, Tulsa Community College and Past Chair, American Council on International Intercultural Education

My remarks focus on the important global education role for community colleges in the 21st century and how federal policy, AACC, ACCT, the business community, and foundations can strengthen this role. The "Why" of global education is simply put, the survival of our communities. U.S. business and industry must expand their market into the global arena to effectively compete. To accomplish this, they need employees with a new set of skills. People who are able to understand the interconnectedness of peoples and systems. People who can accept and cope with the existence of different cultural values and attitudes. People who have a knowledge of history and world events.

Community colleges, such as Tulsa Community College, are in an ideal position to play this role. These colleges, which educate almost 50 percent of the undergraduates, are committed to lifelong learning and play a major role in economic development within their communities. What steps need to be taken to accomplish this task:

1. Federal policy needs to recognize the significant role of community colleges in global education. This policy would recognize the important role community colleges play in economic and workforce development within their communities. Furthermore, the policy would provide appropriate funding and resources for community colleges to accomplish this global focus.
2. AACC and ACCT need to strongly encourage community colleges to adopt the following mission statement: "To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry."
3. An alliance needs to be developed between community colleges, businesses, foundations, and government to develop an effective communications and action network among the various stakeholders.

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AACC ACCT

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